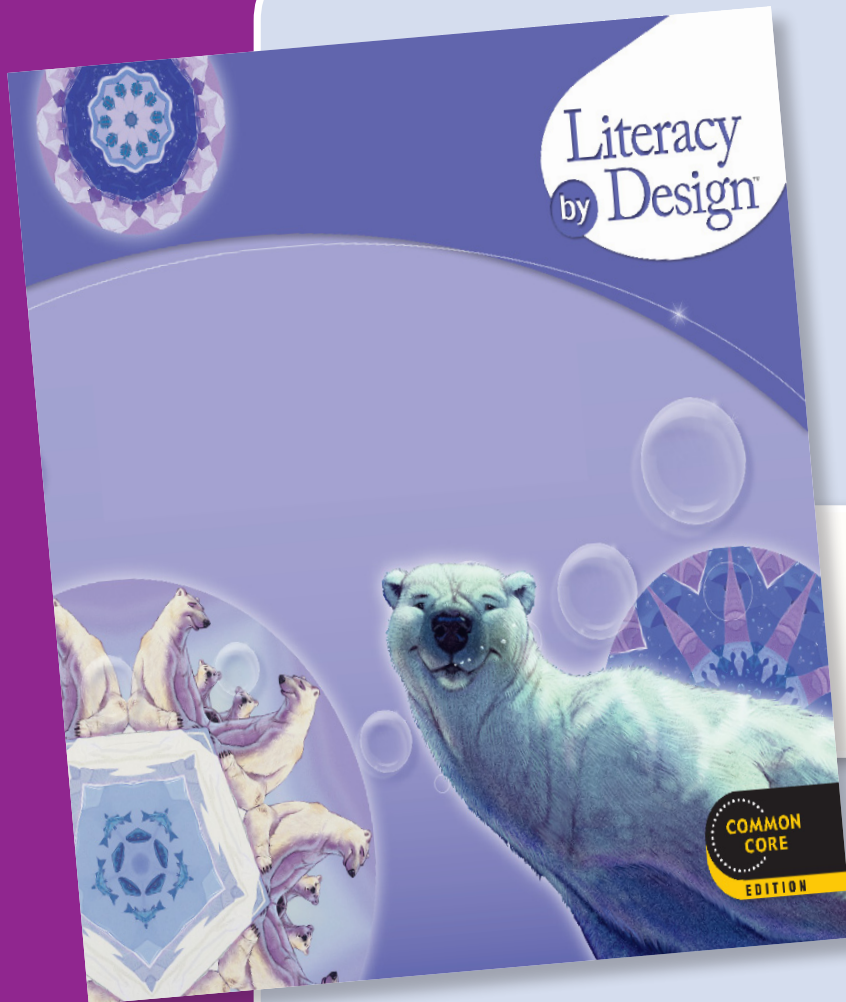


Correlation to the **Indiana Common Core State Standards for English Language Arts, Grade 4**

Literacy by Design Grade 4



**COMMON
CORE**



HOUGHTON MIFFLIN HARCOURT

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Grade 4**

correlated to the

**Indiana
Common Core State Standards English Language Arts
Grade 4**

Standard	Descriptor	Citations
Reading: Literature		
	Key Ideas and Details	
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p><u>Sourcebooks</u> Volume 1: 21, 68, 69, 91, 137, 139, 161, 175, 209, 279 Volume 2: 296, 297, 354, 355, 366, 367, 377, 400, 401, 493, 506, 507, 517, 563, 564, 565</p> <p><u>Comprehensive Teacher's Guide</u> 48, 74–75, 76, 77, 79, 80, 84, 86, 90–91, 92–93, 126–127, 128, 312, 340, 406, 407, 473</p> <p><u>Small Group Reading Teacher's Guide</u> 8, 9, 93, 94, 168, 169, 173, 174, 203, 204, 208, 209, 283, 284</p>

Standard	Descriptor	Citations
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<p><u>Comprehensive Teacher's Guide</u> 24, 58–59, 64, 90, 130, 156, 196, 222, 253, 262, 288, 328, 354, 394, 420, 460, 486, 526</p> <p><u>Small Group Reading Teacher's Guide</u> 45, 129, 253</p> <p><u>Essential Resource Guide</u> 47–48, 118–119</p>
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<p><u>Sourcebooks</u> Volume 1: 21, 68, 69, 137, 139, 161, 175, 209, 279 Volume 2: 296, 297, 354, 355, 366, 367, 377, 400, 401, 493, 506, 507, 517, 563, 564, 565</p> <p><u>Comprehensive Teacher's Guide</u> 115, 181, 190–191, 208, 209, 247, 313, 322–323</p> <p><u>Small Group Reading Teacher's Guide</u> 5, 10, 14, 15, 45, 50, 54, 55, 85, 88, 89, 90, 95, 125, 130, 134, 135, 165, 170, 175, 205, 210, 214, 215, 245, 250, 254, 255, 285, 290, 295</p>
	Craft and Structure	
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	<p><u>Comprehensive Teacher's Guide</u> 24, 90, 124, 144, 146, 180, 193, 206, 312, 476</p> <p><u>Small Group Reading Teacher's Guide</u> 133</p>

Standard	Descriptor	Citations
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<p><u>Comprehensive Teacher's Guide</u> 49, 115, 149, 181, 247, 313, 388–389, 445, 474, 476, 477, 480, 488–489, 511, 523</p> <p><u>Small Group Reading Teacher's Guide</u> 44, 52, 84, 169, 209, 244, 249, 294</p>
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<p><u>Small Group Reading Teacher's Guide</u> 64, 84</p> <p><u>Essential Resource Guide</u> 39–40, 84–85, 137–139</p>
	Integration of Knowledge and Ideas	
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<p><u>Comprehensive Teacher's Guide</u> 14</p> <p><u>Essential Resource Guide</u> 11–12, 63–64, 79–80</p>
RL.4.8	(Not applicable to literature)	N/A
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<p><u>Sourcebooks</u> Volume 2: 506, 507</p> <p><u>Comprehensive Teacher's Guide</u> 460</p> <p><u>Small Group Reading Teacher's Guide</u> 253–255</p> <p><u>Essential Resource Guide</u> 13–15, 28–30, 81–83</p>

Standard	Descriptor	Citations
	Range of Reading and Level of Text Complexity	
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the	<p>Sourcebooks Volume 1: 16, 17, 18, 19, 20, 22, 26, 42, 46, 47, 48, 62, 63, 64, 65, 66, 68, 69, 84, 86, 87, 88, 89, 90, 96, 116, 117, 132, 133, 134, 135, 136, 138, 139, 152, 153, 156, 157, 158, 159, 160, 161, 174, 175, 186, 187, 188, 190, 191, 192, 193, 194, 202, 203, 204, 205, 206, 208, 209, 218, 220, 226, 227, 228, 229, 230, 256, 257, 272, 273, 274, 275, 276, 278, 279 Volume 2: 296, 297, 302, 303, 304, 305, 306, 332, 333, 348, 349, 350, 351, 352, 354, 355, 366, 372, 373, 374, 375, 376, 400, 401, 418, 419, 420, 421, 422, 442, 443, 444, 445, 446, 454, 455, 456, 457, 458, 488, 489, 490, 491, 492, 510, 512, 513, 514, 515, 516, 558, 559, 560, 561, 562, 564, 565</p> <p>Comprehensive Teacher’s Guide 18–19, 20–21, 24–25, 26–27, 58–59, 60–61, 62–63, 64–65, 84–85, 86–87, 90–91, 92–93, 114–115, 126–127, 128–129, 130–131, 150–151, 152–153, 156–157, 158–159, 180–181, 188, 194, 216–217, 218–219, 222–223, 224–225, 256–257, 258–259, 260–261, 262–263, 282–283, 284–285, 288–289, 290–291, 312–313, 322–323, 324–325, 326–327, 328–329, 350, 354–355, 356–357, 388–389, 392, 414–415, 416–417, 420–421, 422–423, 444–445, 454–455, 458, 480–481, 482–483, 486–487, 488–489, 524–525, 536–527</p> <p>Small Group Reading Teacher’s Guide 3, 5, 8, 10, 13, 15, 43, 45, 48, 50, 53, 55, 83, 85, 88, 90, 93, 95, 123, 125, 128, 130, 133, 135, 163, 165, 168, 170, 173, 175, 178, 203, 205, 208, 210, 213, 215, 243, 245, 248, 250, 253, 255, 283, 285, 288, 290, 293, 295</p>

Standard	Descriptor	Citations
Reading: Informational Text		
	Key Ideas and Details	
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>Sourcebooks Volume 1: 11, 33, 35, 45, 55, 67, 80, 81, 105, 114, 115, 125, 173, 185, 244, 245, 254, 255 Volume 2: 319, 320, 321, 341, 470, 471, 540, 541</p> <p>Comprehensive Teacher's Guide 42, 45, 46, 52, 82–83, 95, 98, 306, 307, 308, 310, 314, 359, 372, 373</p> <p>Small Group Reading Teacher's Guide 18, 19, 23, 24, 38, 39, 63, 64, 118, 148, 218, 119, 189, 238, 258, 268, 269, 308</p>
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<p>Sourcebooks Volume 1: 11, 33, 35, 45, 55, 67, 80, 81, 105, 114, 115, 125, 173, 185, 244, 245, 254, 255 Volume 2: 319, 320, 321, 341, 470, 471, 540, 541</p> <p>Comprehensive Teacher's Guide 32, 43, 46, 50, 56, 98, 104, 122, 149, 164, 188, 230, 234, 254, 296, 320, 362, 386, 428, 452, 494, 518</p> <p>Small Group Reading Teacher's Guide 29, 78, 104, 105, 110, 141, 148, 188, 228, 235, 265, 273, 275, 278</p>

Standard	Descriptor	Citations
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<p><u>Sourcebooks</u> Volume 1: 11, 33, 35, 45, 55, 125, 173, 223, 244, 245, 254, 255 Volume 2: 319, 320, 321, 540, 541</p> <p><u>Comprehensive Teacher's Guide</u> 42, 82–83, 116, 214–215, 346–347</p> <p><u>Small Group Reading Teacher's Guide</u> 21–25, 26–30, 31–35, 61–65, 66–70, 71–75, 141–145, 151–155, 156–160, 181–185, 191–195, 221–225, 231–235, 266–270, 311–315</p>
	Craft and Structure	
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<p><u>Sourcebooks</u> Volume 1: 8, 9, 67, 79, 114, 125, 173</p> <p><u>Comprehensive Teacher's Guide</u> 46, 48, 52, 56, 58, 82, 98, 148, 152, 188, 190, 214, 230, 254, 262, 296, 310, 320</p> <p><u>Small Group Reading Teacher's Guide</u> 17, 22, 27, 32, 37, 57, 62, 67, 72, 77, 98, 102, 107, 112, 117, 137, 142, 147, 152, 157, 182, 187, 192, 197, 222, 227, 232, 237, 257, 267, 272, 277, 302, 307, 312, 317</p>

Standard	Descriptor	Citations
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<p><u>Sourcebooks</u> Volume 1: 33, 125, 244, 245 Volume 2: 320, 321</p> <p><u>Comprehensive Teacher's Guide</u> 174, 215, 281, 347, 413, 511</p> <p><u>Small Group Reading Teacher's Guide</u> 73, 74, 118, 119, 158, 159, 268, 269, 313, 314</p>
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<p><u>Essential Resource Guide</u> 1–2, 71–72, 126–128</p>
Integration of Knowledge and Ideas		
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<p><u>Sourcebooks</u> Volume 1: 3, 9, 124, 173, 198, 199, 223 Volume 2: 554, 555</p> <p><u>Comprehensive Teacher's Guide</u> 17, 50, 51, 83, 149, 215, 281, 347, 413, 452, 479</p> <p><u>Small Group Reading Teacher's Guide</u> 17, 19, 20, 22, 25, 27, 35, 37, 40, 57, 62, 70, 80, 99, 105, 110, 114, 115, 144, 145, 154, 160, 185, 190, 195, 197, 200, 220, 225, 230, 259, 260, 263, 265, 269, 274, 275, 280, 300, 304, 305, 310, 315, 319, 320</p>

Standard	Descriptor	Citations
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	<u>Sourcebooks</u> Volume 1: 35, 45 <u>Comprehensive Teacher's Guide</u> 347 <u>Small Group Reading Teacher's Guide</u> 299
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<u>Small Group Reading Teacher's Guide</u> 130

Standard	Descriptor	Citations
	Range of Reading and Level of Text Complexity	
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>Sourcebooks Volume 1: 8, 12, 13, 14, 24, 25, 28, 29, 30, 31, 32, 34, 35, 44, 46, 47, 50, 51, 52, 53, 54, 60, 78, 80, 82, 83, 92, 94, 95, 98, 99, 100, 101, 102, 104, 105, 112, 114, 118, 120, 121, 122, 123, 124, 128, 129, 148, 154, 168, 169, 170, 171, 172, 182, 184, 198, 199, 200, 222, 223, 224, 238, 239, 240, 241, 242, 244, 245, 260, 261, 262, 263, 264, 266 Volume 2: 294, 298, 299, 314, 315, 316, 317, 318, 320, 321, 328, 334, 336, 337, 338, 339, 340, 342, 364, 368, 369, 370, 378, 384, 385, 386, 387, 388, 398, 406, 407, 408, 409, 410, 412, 434, 448, 468, 470, 476, 477, 478, 479, 480, 482, 504, 508, 509, 518, 524, 525, 526, 527, 528, 530, 531, 538, 540, 541, 546, 547, 548, 549, 550, 552, 554, 555</p> <p>Comprehensive Teacher’s Guide 28–29, 30–31, 32–33, 50–51, 52–53, 56–57, 94–95, 96–97, 98–99, 118, 162, 184, 214–215, 226–227, 228–229, 230–231, 250, 280–281, 292–293, 294–295, 296–297, 314–315, 316–317, 320–321, 360, 380–381, 382–383, 386–387, 426, 448, 478–479, 492, 516</p> <p>Small Group Reading Teacher’s Guide 18, 20, 23, 25, 28, 30, 33, 35, 38, 40, 58, 60, 63, 65, 68, 70, 73, 75, 78, 79, 98, 100, 103, 105, 108, 110, 113, 115, 118, 120, 138, 140, 143, 145, 148, 150, 153, 155, 158, 160, 178, 180, 183, 185, 188, 190, 193, 195, 198, 200, 218, 220, 223, 225, 228, 230, 233, 235, 238, 240, 258, 260, 263, 265, 268, 270, 273, 275, 278, 280, 298, 300, 303, 305, 308, 310, 313, 315, 318, 320</p>

Standard	Descriptor	Citations
Reading Standards: Foundational Skills		
	Phonics and Word Recognition	
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context	<p>Sourcebooks Volume 1: 15, 27, 49, 55, 57, 61, 67, 85, 91, 97, 103, 119, 125, 127, 137, 150, 151, 155, 157, 161, 162, 163, 167, 183, 188, 189, 195, 197, 201, 207, 218, 219, 231, 237, 239, 271, 272, 277 Volume 2: 300, 301, 312, 313, 334, 335, 346, 347, 370, 371, 382, 383, 404, 405, 416, 417, 436, 437, 440, 441, 447, 452, 453, 474, 475, 486, 487, 510, 511, 522, 523, 544, 545, 556, 557</p> <p>Comprehensive Teacher's Guide 8, 14, 16, 18, 24, 26, 28, 40, 46, 48, 50, 56, 58, 60, 64, 74, 80, 82, 222, 224, 226, 254, 256, 258, 272, 278, 280, 282, 288, 290, 292, 404, 410, 412, 414, 420, 422, 424, 436, 442, 444, 446, 486, 488, 490</p> <p>Small Group Reading Teacher's Guide 1, 6, 11, 16, 21, 26, 31, 36, 38, 56, 61, 81, 83, 91, 101, 111, 131, 136, 141, 156, 181, 186, 193, 221, 226, 246, 256, 261, 276, 296, 316</p>

Standard	Descriptor	Citations
	Fluency	
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.4.4a	Read on-level text with purpose and understanding.	<p>Sourcebooks</p> <p>Volume 1: 8, 12, 13, 14, 16, 17, 18, 19, 20, 24, 25, 26, 28, 29, 30, 31, 32, 34, 35, 42, 44, 46, 47, 48, 50, 51, 52, 53, 54, 56, 58, 59, 60, 62, 63, 64, 65, 66, 68, 69, 78, 80, 82, 83, 86, 87, 88, 89, 90, 94, 95, 96, 98, 99, 100, 101, 102, 104, 105, 112, 114, 116, 117, 118, 120, 121, 122, 123, 124, 126, 128, 129, 130, 132, 133, 134, 135, 136, 138, 139, 148, 150, 152, 153, 154, 156, 157, 158, 159, 160, 162, 164, 165, 166, 168, 169, 170, 171, 172, 174, 175, 182, 184, 186, 187, 188, 190, 191, 192, 193, 194, 196, 198, 199, 200, 202, 203, 204, 205, 206, 208, 209, 218, 220, 221, 222, 223, 224, 226, 227, 228, 229, 230, 232, 234, 235, 236, 238, 239, 240, 241, 242, 252, 256, 257, 258, 260, 261, 262, 263, 264, 266, 268, 269, 270, 272, 273, 274, 275, 276, 278, 279</p> <p>Volume 2: 294, 296, 298, 299, 300, 302, 303, 304, 305, 306, 310, 311, 312, 314, 315, 316, 317, 318, 320, 321, 328, 330, 331, 332, 333, 334, 336, 337, 338, 339, 340, 342, 344, 345, 348, 349, 350, 351, 352, 354, 355, 364, 368, 369, 370, 372, 373, 374, 375, 376, 378, 380, 381, 384, 385, 386, 387, 388, 390, 391, 398, 400, 402, 403, 406, 407, 408, 409, 410, 412, 418, 419, 420, 421, 422, 424, 425, 434, 436, 437, 438, 439, 440, 442, 443, 444, 445, 446, 448, 454, 455, 456, 457, 458, 460, 461, 468, 470, 476, 477, 478, 479, 480, 482, 488, 489, 490, 491, 492, 494, 495, 504, 508, 509, 510, 512, 513, 514, 515, 516, 518, 524, 525, 526, 527, 528, 530, 531, 538, 542, 543, 546, 547, 548, 549, 550, 552, 554, 555, 556, 558, 559, 560, 561, 562, 564, 565</p> <p>Comprehensive Teacher's Guide 16, 82, 114, 180, 246, 280, 304–305, 310, 312–313, 314–315, 316–317, 321, 322, 328–239, 259, 360–361, 378, 412, 478, 510</p>

Standard	Descriptor	Citations
RF.4.4a		<p><u>Small Group Reading Teacher's Guide</u> 19, 24, 29, 34, 39, 59, 64, 69, 74, 84, 99, 104, 109, 114, 119, 139, 145, 149, 154, 159, 169, 179, 184, 189, 194, 199, 219, 224, 229, 234, 239, 254, 259, 264, 269, 274, 279, 299, 304, 309, 314, 319</p>
RF.4.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<p><u>Sourcebooks</u> Volume 1: 24, 25, 58, 59, 94, 95, 128, 129, 234, 235, 268, 269 Volume 2: 310, 311, 344, 345, 380, 381, 414, 415, 450, 451, 494, 495, 520, 521</p> <p><u>Comprehensive Teacher's Guide</u> 16, 48, 148, 214, 346, 444</p> <p><u>Small Group Reading Teacher's Guide</u> 4, 8, 14, 44, 49, 54, 55, 89, 94, 95, 124, 125, 127, 134, 135, 164, 174, 204, 209, 214, 244, 249, 284, 289, 294, 318</p>
RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p><u>Comprehensive Teacher's Guide</u> 144, 146, 148</p> <p><u>Essential Resource Guide</u> 9–10, 61–62, 145–146</p>

Standard	Descriptor	Citations
Writing Standards		
	Text Types and Purposes	
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
W.4.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.	<p>Sourcebooks Volume 1: 139, 140, 141, 175, 209, 279 Volume 2: 354, 355, 391, 392, 393, 460, 461</p> <p><u>Comprehensive Teacher’s Guide</u> 339, 345, 347, 349, 351, 359, 361</p> <p><u>Small Group Reading Teacher’s Guide</u> 15, 20, 25, 40, 45, 50, 65, 70, 100, 105, 125, 180, 185, 190, 235, 275, 295</p>
W.4.1b	Provide reasons that are supported by facts and details.	<p>Sourcebooks Volume 1: 140, 141, 175, 209, 279 Volume 2: 354, 355, 391, 392, 393, 460, 461</p> <p><u>Comprehensive Teacher’s Guide</u> 339, 345, 347, 349, 351, 359, 361</p> <p><u>Small Group Reading Teacher’s Guide</u> 15, 20, 25, 40, 45, 50, 65, 70, 100, 105, 125, 180, 185, 190, 235, 275, 295</p> <p><u>Essential Resource Guide</u> 31–32, 90–91, 100–101</p>

Standard	Descriptor	Citations
W.4.1c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	<p><u>Sourcebooks</u> Volume 1: 140, 141, 175, 209 Volume 2: 354, 355, 391, 392, 393, 460, 461</p> <p><u>Comprehensive Teacher's Guide</u> 113, 345, 349, 355, 371, 389</p> <p><u>Small Group Reading Teacher's Guide</u> 15, 20, 25, 40, 45, 50, 65, 70, 100, 105, 125, 180, 185, 190, 235, 275, 295</p> <p><u>Essential Resource Guide</u> 31–32, 90–91, 100–101</p>
W.4.1d	Provide a concluding statement or section related to the opinion presented.	<p><u>Sourcebooks</u> Volume 1: 139, 140, 141, 175, 209, 279 Volume 2: 354, 355, 391, 392, 393, 460, 461</p> <p><u>Comprehensive Teacher's Guide</u> 119, 345, 349, 367, 369, 377, 383, 391</p> <p><u>Small Group Reading Teacher's Guide</u> 15, 20, 25, 40, 45, 50, 65, 70, 100, 105, 125, 180, 185, 190, 235, 275, 295</p> <p><u>Essential Resource Guide</u> 92–93</p>

Standard	Descriptor	Citations
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.4.2a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	<p>Sourcebooks Volume 1: 36, 37, 106, 107, 131, 246, 247, Volume 2: 320, 321, 322, 323, 531</p> <p><u>Comprehensive Teacher's Guide</u> 219, 227, 229, 285, 293, 295, 471, 477, 479, 483, 491, 493, 495</p> <p><u>Small Group Reading Teacher's Guide</u> 10, 15, 20, 30</p>
W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<p>Sourcebooks Volume 1: 35, 36, 37, 106, 107, 131, 246, 247 Volume 2: 320, 321, 322, 323, 531</p> <p><u>Comprehensive Teacher's Guide</u> 285, 293, 295, 471, 477, 479, 483, 491, 493, 495</p> <p><u>Small Group Reading Teacher's Guide</u> 10, 30</p>
W.4.2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	<p>Sourcebooks Volume 1: 36, 37, 106, 107, 131, 246, 247 Volume 2: 320, 321, 322, 323, 531</p> <p><u>Comprehensive Teacher's Guide</u> 217, 229, 283, 285, 289, 293,</p>

Standard	Descriptor	Citations
W.4.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p><u>Sourcebooks</u> Volume 1: 36, 37, 106, 107, 131, 246, 247 Volume 2: 320, 321, 322, 323, 531</p> <p><u>Comprehensive Teacher's Guide</u> 87, 219, 227, 229, 285, 293, 295, 493, 495</p> <p><u>Small Group Reading Teacher's Guide</u> 30, 110, 120, 145, 255</p> <p><u>Essential Resource Guide</u> 112–113</p>
W.4.2e	Provide a concluding statement or section related to the information or explanation presented.	<p><u>Sourcebooks</u> Volume 1: 36, 37, 106, 107, 131, 246, 247 Volume 2: 320, 321, 322, 323, 531</p> <p><u>Comprehensive Teacher's Guide</u> 21, 81, 87, 213, 219, 285, 427, 481</p> <p><u>Essential Resource Guide</u> 22–23</p>

Standard	Descriptor	Citations
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<p><u>Sourcebooks</u> Volume 1: 70, 71, 176, 177, 210, 211, 280, 281 Volume 2: 356, 357, 462, 463, 566, 567</p> <p><u>Comprehensive Teacher's Guide</u> 41, 47, 49, 51, 53, 61, 151, 153, 163, 183, 185, 249, 251, 305</p> <p><u>Small Group Reading Teacher's Guide</u> 140, 175</p>
W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	<p><u>Sourcebooks</u> Volume 1: 70, 71, 176, 177, 210, 211, 280, 281 Volume 2: 356, 357, 462, 463, 566, 567</p> <p><u>Comprehensive Teacher's Guide</u> 53, 61, 151, 153, 163, 249, 259, 261</p> <p><u>Small Group Reading Teacher's Guide</u> 275</p>
W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.	<p><u>Sourcebooks</u> Volume 1: 70, 71, 176, 177, 210, 211, 280, 281 Volume 2: 356, 357, 462, 463, 566, 567</p> <p><u>Comprehensive Teacher's Guide</u> 51, 147, 151, 179, 183, 315</p> <p><u>Essential Resource Guide</u> 41–42</p>

Standard	Descriptor	Citations
W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	<p><u>Sourcebooks</u> Volume 1: 70, 71, 176, 177, 210, 211, 280, 281 Volume 2: 356, 357, 462, 463, 566, 567</p> <p><u>Comprehensive Teacher's Guide</u> 151, 163, 249, 251, 447, 449</p>
W.4.3e	Provide a conclusion that follows from the narrated experiences or events.	<p><u>Sourcebooks</u> Volume 1: 70, 71, 176, 177, 210, 211, 280, 281 Volume 2: 356, 357, 462, 463, 566, 567</p> <p><u>Comprehensive Teacher's Guide</u> 51, 53, 61, 151</p> <p><u>Small Group Reading Teacher's Guide</u> 95</p>

Standard	Descriptor	Citations
	Production and Distribution of Writing	
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<p>Sourcebooks Volume 1: 11, 21, 27, 33, 35, 36, 37, 55, 67, 70, 71, 91, 103, 105, 106, 107, 115, 125, 131, 137, 139, 140, 141, 161, 173, 175, 176, 177, 195, 207, 209, 210, 211, 231, 243, 246, 247, 265, 277, 279, 280, 281 Volume 2: 307, 319, 321, 322, 323, 341, 353, 354, 355, 356, 357, 377, 389, 392, 393, 411, 423, 425, 426, 427, 447, 459, 462, 463, 480, 493, 494, 495, 496, 497, 517, 529, 532, 533, 551, 566, 563, 656, 567</p> <p><u>Comprehensive Teacher’s Guide</u> 19, 21, 51, 53, 59, 61, 63, 70, 85, 87, 95, 97, 127, 129, 151, 153, 163, 183, 185, 193, 195, 217, 219, 227, 229, 249, 251, 259, 261, 283, 285, 293, 295, 315, 317, 325, 327, 349, 351</p> <p><u>Small Group Reading Teacher’s Guide</u> 5, 10, 20, 25, 30, 35, 40, 45, 55, 60, 65, 75, 80, 90, 95, 100, 110, 115, 120, 125, 130, 135, 140, 145, 150, 170, 195, 200, 205, 230, 250, 260, 280, 290, 305, 320</p>

Standard	Descriptor	Citations
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)	<p><u>Sourcebooks</u> Volume 1: 34, 35, 36, 37, 70, 71, 106, 107, 140, 141, 176, 177, 210, 211, 246, 247, 280, 281 Volume 2: 322, 323, 356, 357, 392, 393, 426, 427, 462, 463, 496, 497, 532, 533, 566, 567</p> <p><u>Comprehensive Teacher’s Guide</u> 29, 51, 53, 57, 61, 63, 85, 87, 91, 93, 95, 97, 107, 113, 119, 123, 125, 127, 129, 141, 147, 151, 153, 159, 161, 163, 165, 189, 193, 195, 197, 219, 227, 231, 239, 245, 251, 255, 257, 259, 261, 273, 279, 285, 289, 293, 315, 317, 325, 327, 351, 359, 361, 381, 383, 389, 391, 393, 405, 411, 421, 423, 425, 427, 457, 483, 487, 489, 491, 493, 495, 503, 509, 519, 521, 523, 525, 527</p>
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	<p><u>Sourcebooks</u> Volume 1: 36, 37, 70, 71, 106, 107, 131, 140, 141, 176, 177, 210, 211, 246, 247, 280, 281 Volume 2: 322, 323, 356, 357, 392, 393, 426, 427, 462, 463, 496, 497, 532, 533, 566, 567</p> <p><u>Comprehensive Teacher’s Guide</u> 15, 31, 63, 97, 129, 163, 195, 229, 261, 327, 361, 377, 393, 427, 459, 471, 523</p> <p><u>Essential Resource Guide</u> 3–4, 102–103, 129–130</p>

Standard	Descriptor	Citations
	Research to Build and Present Knowledge	
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<p>Sourcebooks Volume 1: 131 Volume 2: 322, 323</p> <p><u>Comprehensive Teacher's Guide</u> 15, 83, 87, 95, 281, 313</p> <p><u>Small Group Reading Teacher's Guide</u> 240</p> <p><u>Essential Resource Guide</u> 24–25</p>
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	<p>Sourcebooks Volume 1: 11, 21, 33, 35, 36, 37, 55, 67, 70, 71, 91, 103, 105, 106, 107, 115, 137, 140, 141, 161, 173, 175, 176, 177, 195, 207, 209, 210, 211, 231, 243, 246, 247, 277, 279, 280, 281 Volume 2: 307, 319, 321, 322, 323, 341, 353, 355, 356, 357, 377, 389, 392, 393, 411, 423, 425, 426, 427, 447, 459, 462, 463, 481, 493, 494, 495, 496, 497, 517, 529, 532, 533, 551, 566, 563, 565, 567</p> <p><u>Comprehensive Teacher's Guide</u> 15, 83, 123, 281, 291, 313</p> <p><u>Small Group Reading Teacher's Guide</u> 176, 240, 271</p> <p><u>Essential Resource Guide</u> 24–25</p>

Standard	Descriptor	Citations
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.4.9a	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).	<p>Sourcebooks Volume 1: 21, 67, 91, 139, 140, 141, 161, 175, 176, 177, 195, 207, 209, 210, 211, 231, 277, 279 Volume 2: 296, 297, 307, 353, 355, 367, 377, 423, 447, 459, 493, 517, 563, 565</p> <p>Comprehensive Teacher’s Guide 49, 179, 207, 313, 479</p> <p>Small Group Reading Teacher’s Guide 10, 45, 90, 95, 130, 135, 170, 255, 285, 295</p>
W.4.9b	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	<p>Sourcebooks Volume 1: 11, 33, 35, 36, 37, 45, 55, 67, 105, 115, 125, 131, 137, 173, 243, 244, 245, 246, 247, 265 Volume 2: 319, 321, 341, 389, 411, 481, 529, 551</p> <p>Essential Resource Guide 26–27, 94–95, 104–105, 131–132</p>

Standard	Descriptor	Citations
	Range of Writing	
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>Sourcebooks Volume 1: 11, 21, 27, 33, 35, 36, 37, 55, 67, 70, 71, 91, 103, 105, 106, 107, 115, 125, 131, 137, 139, 140, 141, 161, 173, 175, 176, 177, 195, 207, 209, 210, 211, 231, 243, 246, 247, 265, 277, 279, 280, 281 Volume 2: 307, 319, 321, 322, 323, 341, 353, 354, 355, 356, 357, 377, 389, 392, 393, 411, 423, 425, 426, 427, 447, 459, 462, 463, 480, 493, 494, 495, 496, 497, 517, 529, 532, 533, 551, 566, 563, 656, 567</p> <p>Comprehensive Teacher's Guide 19, 21, 51, 53, 59, 61, 63, 85, 87, 95, 97, 127, 129, 151, 153, 163, 165, 183, 185, 193, 195, 217, 219, 227, 229, 249, 251, 259, 261, 283, 285, 293, 295, 315, 317, 325, 327, 349, 351, 359, 361, 381, 383, 447, 449, 457, 459, 481, 483, 491, 493, 495, 513, 515, 525, 527</p> <p>Small Group Reading Teacher's Guide 5, 10, 20, 25, 30, 35, 40, 45, 55, 60, 65, 70, 80, 90, 95, 100, 110, 115, 120, 125, 130, 135, 140, 145, 150, 170, 175, 195, 200, 205, 230, 250, 260, 280, 290, 305, 320</p>

Standard	Descriptor	Citations
Speaking and Listening Standards		
	Comprehension and Collaboration	
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	
SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion	<p>Sourcebooks Volume 1: 10, 21, 27, 33, 45, 55, 67, 80, 81, 91, 103, 114, 115, 125, 137, 151, 161, 173, 195, 207, 220, 221, 231, 243, 254, 255, 265, 277 Volume 2: 296, 297, 307, 319, 330, 331, 341, 353, 366, 367, 377, 389, 400, 401, 411, 423, 447, 459, 481, 493, 517, 529, 551, 563</p> <p>Comprehensive Teacher's Guide 30–31, 96–97, 128–129, 162–163, 196–197, 260–261, 294–295</p> <p>Small Group Reading Teacher's Guide 55, 60, 70, 85, 120, 145, 205, 220, 265</p>
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	<p>Comprehensive Teacher's Guide 8–9, 40–41, 74–75, 140–141, 272–273, 370–371, 404–405</p> <p>Small Group Reading Teacher's Guide 3, 5, 8, 10, 13, 15</p> <p>Essential Resource Guide 33–34</p>

Standard	Descriptor	Citations
SL.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	<p><u>Sourcebooks</u> Volume 1: 10, 21, 33, 45, 55, 67, 77, 80, 81, 91, 103, 114, 115, 125, 137, 151, 161, 173, 195, 207, 220, 221, 231, 243, 254, 255, 265, 277 Volume 2: 296, 297, 307, 319, 330, 331, 341, 353, 366, 367, 377, 389, 400, 401, 411, 423, 447, 459, 481, 493, 517, 529, 551, 563</p> <p><u>Comprehensive Teacher’s Guide</u> 32–33, 114–115, 196–197, 230–231, 262–263, 296–297, 394–395</p> <p><u>Small Group Reading Teacher’s Guide</u> 60, 70, 80, 95, 110, 130, 150, 160, 165, 185, 290</p> <p><u>Essential Resource Guide</u> 33–34</p>
SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	<p><u>Sourcebooks</u> Volume 1: 10, 21, 33, 45, 55, 67, 73, 77, 80, 81, 91, 103, 114, 115, 125, 137, 151, 161, 173, 195, 207, 220, 221, 231, 243, 254, 255, 265, 277 Volume 2: 296, 297, 307, 319, 330, 331, 341, 353, 366, 367, 377, 389, 400, 401, 411, 423, 447, 459, 481, 493, 517, 529, 551, 563</p> <p><u>Comprehensive Teacher’s Guide</u> 514–515 Small Group Reading Teacher’s Guide (representative pages): 3, 5, 8, 10, 13, 15</p> <p><u>Essential Resource Guide</u> 147–148</p>

Standard	Descriptor	Citations
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p>Sourcebooks Volume 1: 6, 7, 40, 41, 76, 77, 110, 111, 146, 147, 180, 181, 216, 217, 250, 251 Volume 2: 292, 293, 326, 327, 362, 363, 396, 397, 432, 433, 466, 467, 502, 503, 536, 537</p> <p>Comprehensive Teacher's Guide 16–17, 18–19, 404–405, 480–481</p> <p>Small Group Reading Teacher's Guide 250</p> <p>Essential Resource Guide 108–109, 133–134</p>
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	<p>Comprehensive Teacher's Guide 116–117, 348–349, 378–379, 476–477</p> <p>Essential Resource Guide 35–36, 94–95, 104–105</p>
Presentation of Knowledge and Ideas		
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<p>Comprehensive Teacher's Guide 32–33, 62–63, 64–65, 98–99, 128–129, 130–131, 150–151, 162–163, 164–165, 194–195, 196–197, 228–229, 230–231, 260–261, 262–263, 296–297, 328–329, 362–363, 394–395, 410–411, 428–429, 460–461, 494–495, 526–527</p> <p>Small Group Reading Teacher's Guide 30, 75, 240</p> <p>Essential Resource Guide 43–44, 110–111</p>

Standard	Descriptor	Citations
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<p><u>Comprehensive Teacher's Guide</u> 212–213, 278–279, 294–295, 350–351, 360–361, 392–393, 426–427, 458–459, 470–471, 492–493, 524–525</p> <p><u>Small Group Reading Teacher's Guide</u> 30, 75, 240</p> <p><u>Essential Resource Guide</u> 57–58, 73–74, 96–97</p>
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)	<p><u>Comprehensive Teacher's Guide</u> 328–329, 350–351, 482–483, 494–495, 526–527</p> <p><u>Essential Resource Guide</u> 7–8, 59–60, 98–100, 106–107, 114–115, 135–136</p>

Standard	Descriptor	Citations
Language Standards		
	Conventions of Standard English	
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.4.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	<p>Sourcebooks Volume 2: 370, 371, 404, 405</p> <p>Comprehensive Teacher's Guide 30, 50, 96, 128, 162, 196, 244, 258, 260, 294, 436, 508</p> <p>Essential Resource Guide 18–19, 65–66, 140–141</p>
L.4.1b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	<p>Comprehensive Teacher's Guide 8, 40, 74, 140, 206, 214, 272, 284, 370, 404</p>
L.4.1c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	<p>Comprehensive Teacher's Guide 32, 74, 80, 114, 196, 212, 226, 228, 230, 262, 296, 394</p> <p>Small Group Reading Teacher's Guide 121</p>
L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	<p>Sourcebooks Volume 1: 259</p> <p>Comprehensive Teacher's Guide 180, 280, 282, 348, 360, 436, 514</p> <p>Essential Resource Guide 51–52, 75–76, 120–121</p>

Standard	Descriptor	Citations
L.4.1e	Form and use prepositional phrases.	<u>Sourcebooks</u> Volume 2: 416, 417 <u>Comprehensive Teacher's Guide</u> 182, 188, 386, 388, 390, 414, 416, 423, 426 <u>Small Group Reading Teacher's Guide</u> 71, 171, 286
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	<u>Comprehensive Teacher's Guide</u> 18, 20, 52, 58, 86, 118, 184, 284, 294, 382, 508
L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).*	<u>Comprehensive Teacher's Guide</u> 172, 178, 180, 182, 184, 512, 514 <u>Small Group Reading Teacher's Guide</u> 41, 251
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.4.2a	Use correct capitalization.	<u>Comprehensive Teacher's Guide</u> 106, 112, 114, 116, 130, 192, 194, 260, 320, 324, 326, 360, 392, 426, 448, 458, 460, 470, 492, 524 <u>Small Group Reading Teacher's Guide</u> 51, 216
L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.	<u>Comprehensive Teacher's Guide</u> 18, 86, 118, 128, 150, 246, 260, 282, 314, 324, 390 <u>Essential Resource Guide</u> 45–46, 67–68, 86–87

Standard	Descriptor	Citations
L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.	<p><u>Comprehensive Teacher's Guide</u> 182, 446, 452, 454, 456, 458, 460, 490, 492, 522, 524</p> <p><u>Essential Resource Guide</u> 53–54</p>
L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.	<p><u>Comprehensive Teacher's Guide</u> 30, 40, 46, 48, 50, 52, 62, 96, 128, 162, 222, 224, 226, 228, 260, 294, 326, 360, 426, 442, 458, 492, 502, 508, 510, 512, 524</p> <p><u>Small Group Reading Teacher's Guide</u> 101, 212, 221, 226, 246, 296</p>
	Knowledge of Language	
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.4.3a	Choose words and phrases to convey ideas precisely.*	<p><u>Comprehensive Teacher's Guide</u> 150, 304, 310, 316, 320, 322, 326, 350, 404, 416</p> <p><u>Essential Resource Guide</u> 112–113</p>
L.4.3b	Choose punctuation for effect.*	<p><u>Comprehensive Teacher's Guide</u> 226, 378, 388, 444, 494, 510, 526</p> <p><u>Essential Resource Guide</u> 122–123, 143–144</p>

Standard	Descriptor	Citations
L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	<p><u>Comprehensive Teacher's Guide</u> 18, 60, 214, 328, 414, 512</p> <p><u>Small Group Reading Teacher's Guide</u> 130</p> <p><u>Essential Resource Guide</u> 7–8, 59–60, 98–99, 106–107, 114–115, 135–136</p>
	Knowledge of Language	
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	
L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<p><u>Comprehensive Teacher's Guide</u> 20, 148, 152, 158, 160, 164, 180, 192, 216, 512</p> <p><u>Essential Resource Guide</u> 9–10, 61–62, 145–146</p>
L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	<p><u>Sourcebooks</u> Volume 1: 271, 272, 277 Volume 2: 300, 301, 307, 312, 313, 319, 440, 441, 447, 452, 453, 459, 474, 475</p> <p><u>Comprehensive Teacher's Guide</u> 248, 282, 416</p> <p><u>Essential Resource Guide</u> 69–70, 77–78, 116–117</p>

Standard	Descriptor	Citations
L.4.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<p><u>Comprehensive Teacher's Guide</u> 118, 122, 124, 126</p> <p><u>Small Group Reading Teacher's Guide</u> 271</p> <p><u>Essential Resource Guide</u> 37–38</p>
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.4.5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	<p><u>Comprehensive Teacher's Guide</u> 124, 378, 446</p> <p><u>Small Group Reading Teacher's Guide</u> 124, 199</p> <p><u>Essential Resource Guide</u> 124–125</p>
L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	<p><u>Sourcebooks</u> Volume 2: 382, 383, 389</p> <p><u>Comprehensive Teacher's Guide</u> 354, 356, 358</p> <p><u>Small Group Reading Teacher's Guide</u> 146</p>

Standard	Descriptor	Citations
L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	<p>Sourcebooks Volume 1: 155, 161</p> <p>Comprehensive Teacher's Guide 140, 146, 148, 150</p> <p>Small Group Reading Teacher's Guide 76, 86, 108, 301</p>
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	<p>Sourcebooks Volume 1: 9, 23, 27, 43, 57, 61, 79, 93, 113, 119, 125, 126, 127, 149, 155, 161, 162, 163, 167, 182, 183, 188, 189, 195, 196, 197, 218, 219, 225, 232, 233, 252, 253, 259, 266, 267 Volume 2: 294, 295, 308, 309, 328, 329, 342, 343, 364, 365, 378, 379, 398, 399, 412, 13, 434, 435, 448, 449, 468, 469, 482, 483, 504, 505, 518, 519, 538, 539, 552, 553</p> <p>Comprehensive Teacher's Guide 8, 14, 16, 18, 20, 24, 26, 28, 32, 40, 46, 48, 50, 52, 56, 58, 60, 62, 64, 74, 80, 82, 84, 86, 90, 92, 94, 96, 98, 106, 112, 114, 116, 118, 122, 124, 126, 128, 130, 140, 146, 148, 150, 152, 156, 158, 160, 162, 164, 172, 178, 180, 182, 184, 188, 190, 192, 194, 196, 206, 212, 214, 216, 218, 222, 224, 226, 228, 230, 238, 244, 246, 248, 250, 254, 256, 258, 260, 262, 272, 278, 280, 282, 284, 288, 290, 292, 294, 296, 304, 310, 312, 314, 316, 320, 322, 324, 326, 328, 338, 344, 346, 348, 350, 354, 356, 358, 360, 362, 370, 376, 378, 380, 382, 386, 388, 390, 392, 394, 404, 410, 412, 414, 416, 420, 422, 424, 426, 428, 436, 442, 444, 446, 448, 452, 454, 456, 458, 460, 470, 476, 478, 480, 482, 486, 488, 490, 492, 494, 502, 508, 510, 512, 514, 518, 520, 522, 524, 526</p> <p>Small Group Reading Teacher's Guide 2, 7, 12, 17, 22, 27, 32, 37, 42, 47, 52, 57, 62, 67, 72, 77, 82,</p>

Standard	Descriptor	Citations
L.4.6		87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 137, 142, 147, 152, 157, 162, 167, 172, 177, 182, 187, 192, 197, 202, 207, 212, 217, 222, 227, 232, 237, 242, 247, 252, 257, 262, 267, 272, 277, 282, 287, 292, 297, 302, 307, 312, 317